AN IMPLEMENTATION PLAN FOR INTERCULTURAL LEARNING
WITHIN A COLLEGE OF PHARMACY
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BACKGROUND:
Pre-professional and professional healthcare education focuses on building clinical and technical skills however, there is little time focused on building empathy and intercultural competence.

PURPOSE: The objective of this programming initiative was to provide intercultural education with a focus on empathy and healthcare for all students in a college of pharmacy.

ASSESSMENT:
• Two cohorts of students have completed the Intercultural Development Inventory™ during the first professional year and will complete again during the final professional year.
• The assessments demonstrate that the majority of students begin in polarization or on the cusp of minimization (n=266; developmental orientation (DO): 87.32; perceived orientation (PO): 118.96).
• Additional scales to measure empathy (Chen/Kiersma Empathy Scale) and cultural intelligence (CQ™) were used to assess student growth following curriculum-embedded activities.

CONCLUSION: By working with key College and University partners, a robust intercultural learning program has been longitudinally implemented that includes several individualized assessment measures.